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of England; The Free Churches; The Swedenborgian, and the Jewish. They offer much attractive and suggestive material, and reading them in succession makes clear how great is still the need for the sympathetic study of other schools of thought and modes of expression, if one would rightly understand the moral and religious elements of human life.

UNIVERSITY COLLEGE, CARDIFF.

M. MACKENZIE.

SCHOOL TEACHING AND SCHOOL REFORM. By Sir Oliver Lodge. London : Williams & Norgate, 1905.

This very interesting little book by the Principal of Birmingham University, contains the four lectures delivered by him to Secondary Teachers and Teachers in training during February, 1905.

The scope of the book is sufficiently indicated by the titles of these lectures, viz:—1. Curricula and Methods; 2. History and Science; 3. Secondary School Reform in General; 4. Boarding School Problems.

In his brief preface the author tells us that he regards the subject from "the University point of view." Although this is necessarily a limitation in some respects, he holds, and with justice, that the adaptation of secondary education to modern conditions involves problems in the consideration of which the universities should lead the way.

Sir Oliver Lodge gives us his own views on education with much freshness and vigor and the book is eminently readable. He is in favor of a fairly wide school curriculum, which shall rouse interest and develop power, but, at the same time, result in the acquisition of knowledge valuable in itself, because "It must have not only a deadening intellectual influence, but even to some extent a deteriorating moral influence to work for a long time at a thing and then not to know it. If in exceptional cases agility results from the training, then it is dangerous." "A training of the mind by means which pretend to teach a subject and do not teach it . . . is not only a waste, it is a crime." "Men so trained never are the real teachers of any progressive race." These are strong words and which press home an important truth.

When discussing reform in methods of teaching he enters a powerful plea for the training of teachers especially of those who are to teach pupils between the ages of eight and sixteen. His

many valuable suggestions with regard to the teaching of science, history and language cannot here be dealt with but reference must be made to the most suggestive lecture "Chiefly on Boarding School Problems."

He seems extremely doubtful of both the intellectual and moral influences of the boarding school. It is interesting to note that he lays special stress upon the difficulty of giving the boys enough time to themselves. "Hours of study are too long—'too few are available for leisure—"Overlong hours develop inattention." He urges the importance of "social studies" and the teaching of ethics and practical religion. "The essence of religious teaching . . . is to get the human being to realize his place in the Universe . . . to feel that he is not a helpless spectator but a competent artisan and co-worker of whom much is required." As he says further "Adolescence is the period we too much neglect," and yet it is the one period in which ethical ideals of life and social service can best be inculcated.

No doubt many will differ from the author upon points of detail and some perhaps with regard to certain general views, but even if it is mainly the fighting interest that is roused the profit will still be on the side of the reader.

UNIVERSITY COLLEGE, CARDIFF.

M. MACKENZIE.

LAW AND OPINION IN ENGLAND. By A. V. Dicey, K. C., B. C. L., Vinerian Professor of English in the University of Oxford. MacMillan, London, 1905. 500 Pp.

These lectures afford another proof, if proof were needed, that the law, properly considered, is not the driest but one of the most fascinating of studies. The laws by which a people really lives are the most general expression of its continuous natural life, and illustrate more clearly than anything else the problems about which it had from time to time to take thought and the spirit in which it approached them. It is therefore a matter of most fascinating study to make explicit, as Professor Dicey has done for a single country and a special period, the universally implied relations of law and public opinion.

In the history of England during the nineteenth century Professor Dicey discerns three main periods, each of which may be identified with the predominance of a distinct current of public opinion and legislation. The first of these periods is the period of